



Motivational Interviewing for School Coaches

University of Louisville
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Module B:
the Engagement Process

Topics Covered:

Review Module A:

- MI Spirit, OARS, and Processes

Exploring Step 1 in the CBP – the Initial Meeting

- Teacher Interview
- Values Discovery
- Digging deeper with the OARS

Learning Objectives:

At the end of this module, participants will be able to...

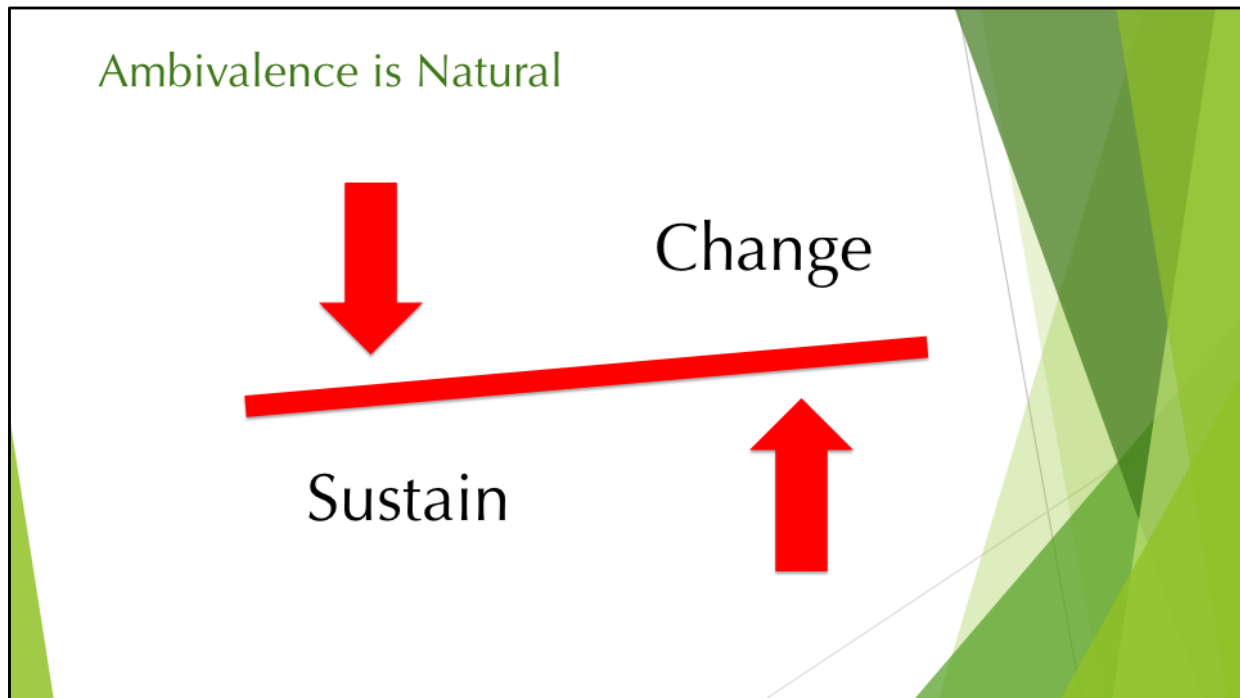
- Understand the exercises to be complete in Step 1 of CBP.
- Describe the process of engagement and how it is facilitated by use of the MI Spirit and OARS
- Complete a practice teacher interview and values discovery using the OARS skills and MI Spirit.



Defining MI:

Motivational Interviewing is a collaborative goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change. Done within an atmosphere of acceptance and compassion.

We accomplish these goals through the MI spirit, the MI processes, and the MI OARS or technical skills.



Ambivalent = undecided; hesitant; “of two minds”

For example, If we eat too much, we understand that cutting back on eating would result in overall health improvements and our looking better in our jeans. Yet, the food tastes so good, makes us feel good while we’re eating it, and eating is such an integral part of social gatherings. Ambivalence is the often uncomfortable feeling of being **undecided**. . . wanting something and not wanting something at the same time. Ambivalence is an integral part of human nature.

The “Righting Reflex”

- ▶ We have a natural tendency to help
- ▶ To ‘right’ what is wrong
- ▶ We offer advice, information, and our personal experience



Second...

The challenge for Individuals in the helping professions is that sustain talk brings about the nature tendency to want to right what is wrong – to fix what is broken – to share our experience and what we know will work without building the importance of the change or addressing the confidence with which they can approach the change.

Video –

It's not about the nail...

<http://vimeo.com/jheadley>

The MI Spirit



As we work to keep each of these strategies in mind, we are working towards developing a posture towards our clients, or the teachers we serve, that is client centered, responsive, and kind. We call that posture the MI Spirit.

OARS:

- **O**pen-ended questions
- **A**ffirmations
- **R**eflections
- **S**ummaries

Now that we've spent some time working to get our mindset in the MI Spirit, let's take some time to look at the basic "technical skills". This is "what" we do when we use MI.

Some or all of these skills may be familiar to you. We will spend the next two hours reviewing and practicing each skill as a tool for connecting with students and s and allowing them to feel understood, respected, and open to continuing dialogue.

Point out that these client-centered skills are absolutely necessary for doing MI and are used throughout the MI process. However, MI is more than just these skills.

MI Processes

- Engaging
- Focusing
- Evoking
- Planning



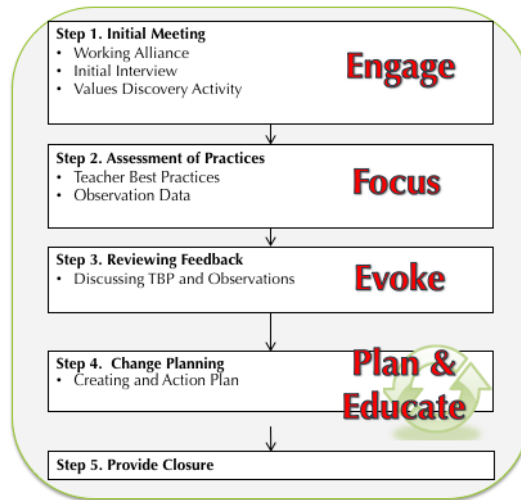
MI spirit is the posture we take

Processes are the map we follow.

And there are technical skills, called OARS, that we use to enact the spirit and move through the map.

We'll talk in more detail about these concepts after we've introduced the technical skills.

CBP Step 1-4



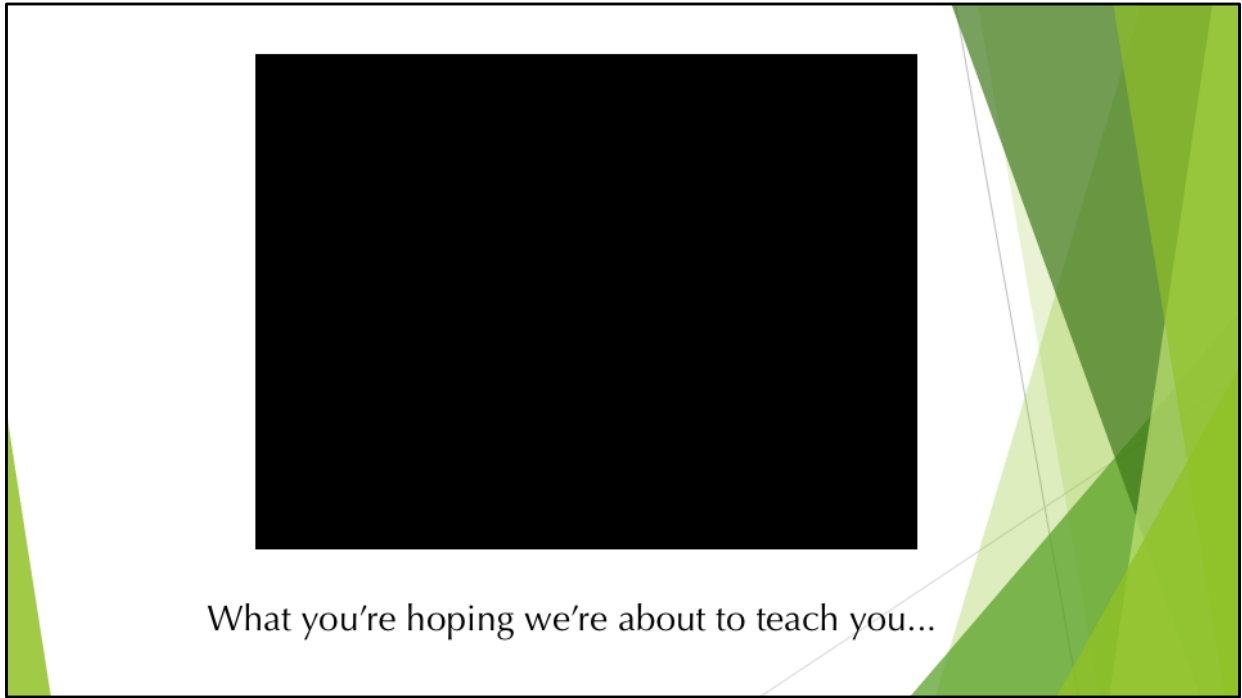
We've built a intervention, or a model, for you to follow with the teachers you serve that mirrors the MI processes.

When you begin the process with engagement you build trust and connection that ensures the help you offer is in step with the teachers internal motivations, values, and needs.

When you help the teacher focus on a specific goal, and evoke from them their ambivalence, past experiences, and hopes from the future you strengthen the importance of enacting change and their confidence that they can be successful.

And when you finally reach the planning and education portion of the processes, you have a teacher who has arrived their WITH YOU, they have identified for themselves a desire to change and a goal to work towards...

And you have moved through that process with them in a supportive, collaborative, guiding manner – the protects the trust you've built, ensure the goals meet the teachers need, and strengthen their resolve and motivation to follow through on the plan you've built together.



Media.B.1 – Use the Force (video)

STEP 1: The Initial Interview

Coach Best Practices
Step 1: Initial Interview
Quick Guide

This document is designed to help guide Instructional Coaches as they complete Step 1, the *Initial Interview*. At the completion of the session coaches should have a clear sense of the teacher's classroom ecology (vibe, routines, culture), their values as a teacher, and their perception of their classroom management practices.

The **engagement** process is exploratory with a focus on building trust, an alliance, and rapport with teachers. Coaches should work to establish a nonjudgmental and collaborative relationship. The more fully coaches grasp their teacher's current practices, values, and strengths and weaknesses - the more helpful they will be when the time comes for making behavior change plans.

REMINDERS:

- Embrace the **MI Spirit**: be their partner not instructor, be accepting of their struggles and frustrations, evoke their reasons for change, and always be compassionate.
- Strive to fully understand the teacher's perspective without imposing your own agenda and avoid the **righting reflex** or "fixing" problems they share.
- Use the **OARS** to guide the session, and to understand BOTH sides of their ambivalence: Open-ended questions, Affirmations, Reflections, Summaries.
- Attend to their **Change Talk, Sustain Talk, and ambivalence**. Explore the pros and cons of change neutrally.

Agenda: time with teachers will be limited. Give yourself **5-10 minutes** for each exercise.

- Introductions
- Complete Teacher Interview
- Complete Values Discovery
- Prep the teacher for Step 2, *Providing Feedback*.

Exercises and Materials:

1. Teacher Interview (*Teacher Interview Form*)
2. Values Discovery (*Values Handout*)

QG.1 Initial Interview Quick guide (Module B)

Practicing OARS throughout Step 1:

We'll learn each skill together and then practice them within the context of our Step 1, Initial Meeting.

- Teacher Interview: Reflections
- Values Discovery: Open-ended Questions
- Affirmations Exercise
- End of Module B: Summaries

Throughout the remainder of this module we're going to practice each of OARS skills. We'll be pairing each of the OARS with different exercises from the CBP Step 1, or other real life scenarios you may encounter.

Reflections: We're going to take the teacher interview exercise as an opportunity to practice our first OARS skill, **Reflections**.

Giving information back, like a mirror.

- Statements which paraphrases what the other person has said
- Lets the other person know you are not only listening, but attempting to *understand*
- Inflection makes the difference
- No "stem words" (e.g., "So, what I hear you saying...") needed

Explain that *good reflective listening statements are similar to asking, "Do you mean. . . ?" They offer a hypothesis about what the speaker means. However, in reflective listening, this is done using a STATEMENT rather than a question.*

The difference is in the inflection!

Make this statement twice, once inflecting up and once inflecting down.

It may feel strange to make a statement instead of asking a question. It may feel presumptuous, as if you're telling the person what they feel. Yet, statements usually work better. Instead of essentially asking them a closed-ended question (e.g., "Am I right?"), you're keeping the conversation flowing

Levels of Reflection

Simple Reflection (act as a mirror)

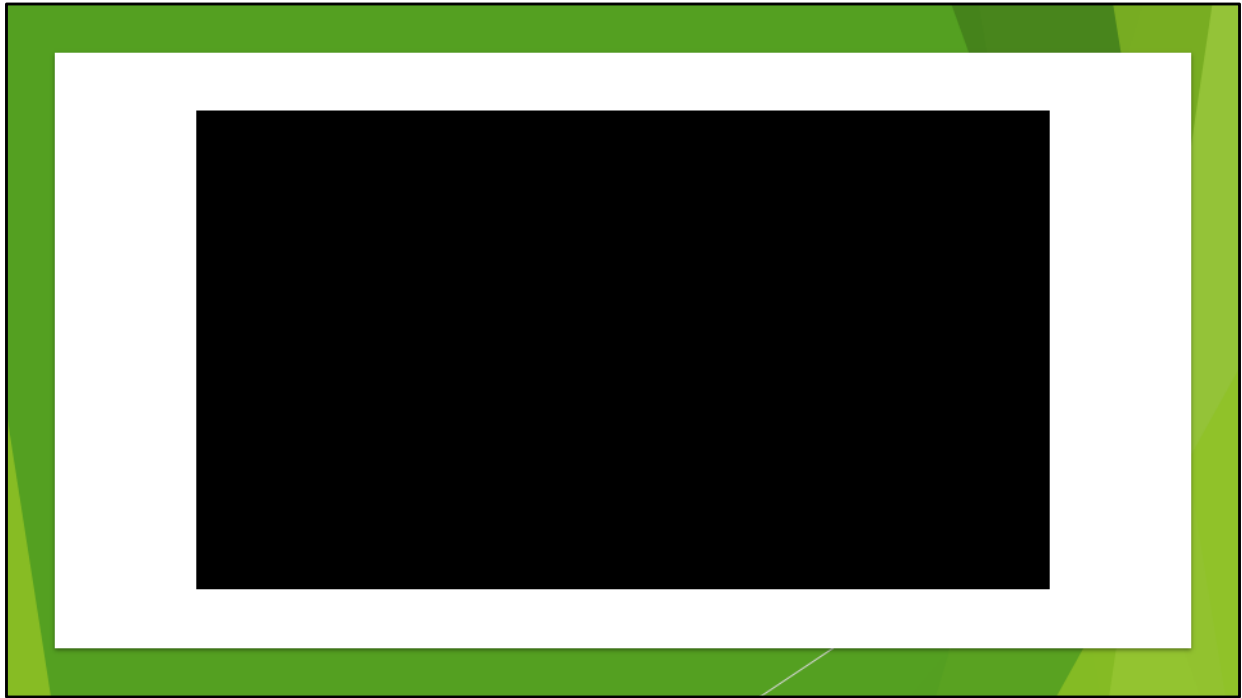
- Repetition
- Rephrase

Complex Reflection

- Expands the meaning
- Can be a paraphrase
- Continues the parent's line of thought
- Affective - Reflection of feeling

Why do we look at our reflection in a mirror? Point out that we don't really know what we look like without seeing our reflection. In using this skill effectively, we provide the same benefit to parents. . . Helping them see themselves in a way they typically cannot.

The following video clips help to demonstrate both simple and complex reflections.



Media.B.2 – Reflections Intro (video)

When watching, try to identify reflections, notice how the speaker responds after a reflection. How does it influence the conversation?

Pair Practice:

Speaker begin with one of the following statements and elaborate after the listener has responded with a reflection.

- *“One thing you should know about me is . . . ”*
- *“A skill I’d really like to develop is . . . ”*
- *“Within the next five years, I’d like to . . . ”*

Listener respond ONLY with a reflection (avoid the use of roadblocks or questions). Speaker then elaborates again and the listener responds with another reflection, and so forth.

- ▶ *[The exchange stops after the Listener has given three reflections.]*

Turn to a partner.

Teacher Interview:

Take out your copy of the MISC **Teacher Interview Form**

- The goal of this brief interview is for you to begin to learn who your teacher is
- **Engagement:** we're working to build a strong alliance; our focus is broad and exploratory.
- Listen, ask questions, reflect!

CBP.2 Teacher Interview Form (CBP Module)

Audio Exercise – Initial Interview

The goal of this exercise is to increase your ability to utilize **reflections**. Take out your **Audio Exercise – Reflections** worksheet. Then we'll listen to the following audio scenario: our instructional coach is engaging for the first time with a teacher who's been referred to them. Listen for examples of the coach utilizing **Open-Ended Questions, Affirmations, Reflections, and Summaries** throughout the conversation.

We will occasionally pause the conversation to give you opportunities to identify some of the technical skills being used.

Reference MISC.B.1 OARS exercise 2: Reflections

Audio Example, Initial Interview:



Media.B.3 – Initial Interview (audio)

MISC.B.1 Audio Exercise – Reflections

Example 1:

Teacher: “I’ve loved kids my entire life so that’s a big part of it. But more significantly, I get excited when I introduce a student to something new, something that really gets them excited.”

Coach: “*You feel energized when you play a part in helping a child develop a love of learning.*”

Example 2:

Teacher: “They learn so fast! And those moments are what help me stay motivated when things are tough in my class.”

Coach: “*When your students are difficult, you remind yourself why teaching is valuable to you.*”

Example 3:

Teacher: “I’ve noticed when I get too hung up on behavioral issues it really impacts my motivation and effectiveness with the class.”

Coach: “I really admire your self-awareness to stay focused on why your job is so important. *What do you consider your strengths as a teacher?*”

Example 4:

Teacher: “I know what I want to teach them, and I love the content that my grades focus on, but sometimes I just lose their attention.”

Coach: “You feel frustrated because the content is important to you, and you don’t always cover as much as you want to.”

Teacher Interview Role-Play:

1. Pair off and take out your teacher *Teacher Interview* form and your **Step 1: Quick Guide**
2. Each of you take 3-5 minutes to practice by completing a few portions of the interview. After you ask each question on the form, respond to the “teachers” reply with an appropriate reflection.
3. Switch roles and repeat.

Recommended OARS Thresholds:

- For every **Question** you ask, use two **Reflections**
- For every **Simple Reflection**, use two **Complex Reflections**
- Always avoid non MI behaviors: confronting, advise giving, directing



Values Discovery:

Ask how taking the time to learn about someone's values might be beneficial in future work with that person.

Discuss the time limitation factor (both with parents and with coaches!), asking the group when it will be most important to spend more time on values discovery (answer: with parents with whom the relationship is rocky or non-existent).

What's the purpose of the Values Discovery exercise?

- To identify the teachers values and ideals
- To clarify your understanding while validating and affirming what the teacher shares with you.
- Use your client centered skills, OARS.

Pose the question of whether or not it is sufficient to simply know the two or three words which someone identifies as their values. Make sure the point is made that a value may mean very different things to different people (e.g., Two parents may say they value learning; One may be referring to creating an environment where children are excited about learning, while another may mean that she places high priority on her own professional development.) Thus, it is helpful to guide the parent in at least a brief discussion of what each identified value means to them. OARS serve this purpose perfectly.

Which parts of the MI Spirit does this approach reflect (partnership and acceptance)? Today, we're considering them as a nice way to lead into a discussion of values.

Open-Ended Questions:

We're going to take the Values Discovery exercise as an opportunity to practice our second OARS skill, **Open-ended Questions**.

Remember: it's a question that requires more than a one-word answer and elicits more thought.

Examples

- How might these activities benefit your classroom?
- What does a typical day look like in your classroom?

Explain that *good reflective listening statements are similar to asking, "Do you mean . . . ?"* They offer a hypothesis about what the speaker means. However, in reflective listening, this is done using a **STATEMENT** rather than a question.

The difference is in the inflection!

Make this statement twice, once inflecting up and once inflecting down.

It may feel strange to make a statement instead of asking a question. It may feel presumptuous, as if you're telling the person what they feel. Yet, statements usually work better. Instead of essentially asking them a closed-ended question (e.g., "Am I right?"), you're keeping the conversation flowing

Open-ended Questions

Practice

Teacher: *"I would really like to see Charlie catch up with the other students, but I am not sure it's possible, he is so far behind."*

Read the statement on the slide (made by a parent), and ask participants to write down at least two open-ended questions they could ask in response. Then, have several people share one of their responses.

Debrief: What would you ask about? What would you avoid? Why? Consider change and sustain talk.

Open-ended Questions

Practice

Teacher: *“This is terrible, normally the class behaves terrifically. I’ve never seen them react in this way.”*

Read the statement on the slide (made by a parent), and ask participants to write down at least two open-ended questions they could ask in response. Then, have several people share one of their responses.

Debrief: What would you ask about? What would you avoid? Why? Consider change and sustain talk.

Audio Exercise: Values Discovery

Take out your **Audio Exercise – Open-ended Questions** worksheet. Then we'll listen to the following audio scenario: our instructional coach and teacher are working on the Values Discovery, Card Sort. Listen for examples of the coach utilizing **Open-Ended Questions, Affirmations, Reflections,** and **Summaries** throughout the conversation.

We will occasionally pause the conversation to give you opportunities to identify some of the technical skills being used.

MISC.B.2 Audio Exercise – Open-ended Questions

Audio Examples, Values Discovery:



Media.B.4 – Values Discovery (audio)

Example 1:

The coach asks the teacher to look over the Values cards, and then to begin the conversation again says...

Coach: *“Now that you’ve had a chance to look these over. Which values stood out to you?”*

Example 2:

Teacher: “Well, there’s a lot of things on here I really like. But I think the most important to me are kindness, respect, and hard work. I think those are the things I value the most.”

Coach: “You really value that your students learn how to treat other people from you.”

Example 3:

Teacher: "It's always felt like I needed to do more than just teach them the lessons, they need to learn life lessons."

Coach: They're lucky to have you as a teacher. Tell me more about why you chose the value "achievement".

Example 4:

Teacher: “I think it’s easy to give up on stuff when it’s too tough, but if I encourage them and model for them how to do hard work maybe they’ll be able to have some of the things in life that they want. And, if I want them to work hard in my class, I feel like I probably should model that for them.”

Coach: “You have really thought a lot about this, and these values have a lot to do with how you try and teach your kids.”

Pair Practice – Values Card Sort:

Pair off and take out your teacher *Values Discovery Cards*. Each of you take a moment to identify which of these cards most represent your values as an Instructional Coach.

1. Take 2-3 minutes to practice using **open-ended question** to ask your partner about one or two values they identify as important in their work, now and in the future.
2. As you go, use **reflections to** clarify and validate until you have a good understanding of your partner's value and what it means to them.
3. Switch roles and repeat.

CBP.4 Values Discovery



Affirmations.

Affirmations.

Offering emotional support or encouragement.

- Communicates acceptance or appreciation for one's behavior, beliefs, intentions, or values
- Build confidences
- Are more effective when:
 - Genuine
 - Specific
 - NOT evaluative

Mining for Affirmations

Let's identify some of the strengths that your teachers will bring to the table (list on board).

Take one of these strengths, now...

- identify an open question to elicit this strength from the teacher, so that you might offer an affirmation in response to this strength.

Abstract: Trainees identify client strengths, develop open questions to elicit this information

and practice creating affirmations based on these strengths

Overview: This is done as a large group elicitation activity and then the group is broken down

into smaller groups, before returning to the large group.

Guidelines: Leader asks the group to identify strengths that their clients bring to their practice.

Record these on the board. Try to elicit at least 20. Make sure these are stated positively. Write these so these can be divided into four groups.

Once you've elicited 20 strengths, divide the audience into four groups. Assign a set of 5

strengths and ask them to identify an open question to elicit this strength and an affirmation you

might offer in response to this strength. Have them write these down.

After one group finishes, wrap the exercise up. Then elicit examples of each from the

group.

Example: All of our clients experience difficulties in their life; if they did not, they wouldn't be here seeing us. They also have considerable strengths as well. What sorts of strengths do your client's bring to the process?
What do they do to survive or thrive in difficult situations?

Notes:

Some areas will be difficult to develop questions for. Acknowledge this is the case and ask the rest of the group for ideas.
Thanks to: David Rosengren

Affirmation Role Play

Pair off and take out your Affirmations Worksheet.
Respond to every prompt before you switch roles.

1. "Teacher" reads a statement from the list
2. Coach respond with an affirmation
3. Trade roles and repeat with each statement on the list

MISC.B.3 OARS exercise 4: Affirmations

Affirmations - Personal Reflection:

Let's take a moment to remember a genuine affirmation.

1. Think back to a time when you received a deeply meaningful affirmation or compliment from someone you trusted and respected.
2. Simply remember that time and the feelings you experienced.
3. Use an index card to briefly write down what made that affirmation personally meaningful for you.

Skip

Affirmation Exercise.

- Turn to a new partner.
- Ask an open-ended questions discover why your partner chose to participate in this MISC project.
- Offer one reflection to their statement and one affirmation.

MISC.B.3 Affirmations Exercise



Summaries

Summaries

Collecting bits of change talk to offer back to the client for:

Small bouquets of change talk

- Acts as an Affirmation
- Refocus a conversation towards change

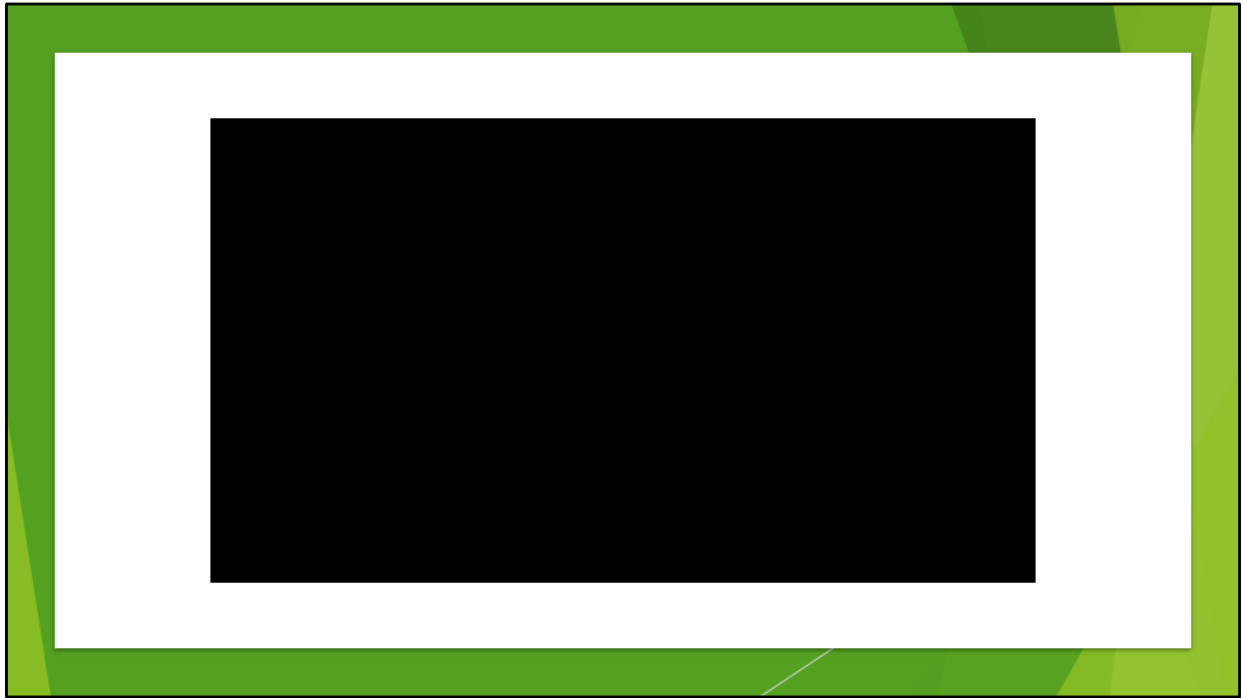
Larger bouquets

- To wrap up a conversation
- For transition to a different topic



Summarizing is pulling together significant ideas and information, focusing on their talk about change, and combining them. Summaries are, in essence, collections of reflections. They typically involve both paraphrasing, and integrating important (change-related) bits and pieces of information the client has presented.

What potential benefits do you see from using summaries?



Media.B.5 – Summaries Examples (video)

Pairs: Summarizing Practice

In pairs, one person talks for 90 seconds about a habit, behavior, dilemma or situation that you are thinking about changing in your professional life (not too personal though).

- The listener's task is to be an active listener without saying anything or asking questions.
- Then give a summary of what you've been told.

Your task is to listen and remember as well as you can and give an as exact a summary as possible. Do not try to solve the teller's problem or give advice. Just say it back to them.

Summarizing Practice

Now switch, the other person talks for 90 seconds about a habit, behavior, dilemma or situation that you are thinking about changing in your professional life (not too personal though).

- The listener's task is to be an active listener without saying anything or asking questions.
- Then give a summary of what you've been told.

Your summary should include what you think is the underlying meaning, feeling or dilemma in the story you've heard, and to focus on change talk. Do not try to solve the teller's problem or give advice. Do not just provide an exact summary.

Summarizing Practice Debrief

- What are the differences between the two types of summaries?
- How was it for the person who received the first summary?
- How was it for the person who received the second summary?
- Which summary seemed more difficult? Why?

The important point is to be able to do both types of summaries, when appropriate. The exercise can be done as a demonstration if there are two trainers.

Summarize Module B:

On a piece of paper take a few minutes to put into your own words a summary of the what you have learned today..

- What are the most important pieces to include?
- Be brief but include the most important details.
- Complete the summary by adding in a transitional closing statement... here's a hint, just state what's about to happen next.

Be prepared to share your summary

MISC.B.4 Summaries Exercise

Congratulations!

You've now practiced Step 1 of the Coach Best Practice procedures AND taken a much deeper dive into each of the OARS!

A few brief reminders:

- Use your Quick Guides!
- There MI Primers in your binders to strengthen your skills
- MI is learned by doing so practice, practice, practice.
- MI is as much about what we DON'T do, as it is about what we DO. Glance through your MINA reminders too.

Looking ahead...

Next, we'll be exploring Steps 3 and 4 of the Coaching Best Practices procedures...

Module C: Focusing and Evoking

Module D: Planning

We'll end by taking some time to answer any questions you have and preparing you for next steps with your focus teacher.